

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 8

DEVELOPING AN UNDERSTUDY

OBJECTIVES

1. Impress on the supervisor the need to have an understudy
2. Outline a definite procedure by which an understudy can be developed

AIDS AND MATERIALS

1. Worksheets 26—30
2. Chart Nos. 10 and 14
3. Film Strip, "Preparing for the Future" (20 min)

- - - - - TIME SCHEDULE - - - - -

Minutes

Topics

10	I. Review
40	II. The Need for Understudies
55	III. Techniques of Developing Understudies
5	IV. Summary
<u>110</u>	

- I. Review (10 min.)
- Begin the conference with a review of the responsibilities of the modern supervisor. (This is an especially appropriate topic for an assignment to one of the conferees.) Make use of the charts.
- II. The Need for Understudies (40 min.)
- Introduce the subject for today's conference by first referring to the previous conference to the portion on time management and safe workload.
- A. Knowing Requirements (25 min.)
- Then ask the group in what specific ways developing an understudy will help a supervisor meet a serious problem of being overworked.
- Next, ask the conferees to suggest other reasons why a good supervisor will have an understudy trained. List these suggestions on the blackboard.
- Have the group arrive at a conclusion similar to the following:
- Being human, the supervisor naturally has a physical limitation to what he can do. One reason for training an understudy is to prevent the supervisor from overworking by having the understudy take over some of his work. Again, by delegating work and authority, the supervisor can more efficiently accomplish his work, and in his absence can keep disturbance and delay down to a minimum.
- (35 min. to here)
- B. Difficulty of Developing Understudies (15 min.)
- Take up the problem why so many supervisors fail to train subordinates to take over at least parts of the supervisor's job. This problem is neglected in Japan to a greater extent than in countries like the United States. Discuss the reasons why.
- Worksheet 26
- At this point distribute Worksheet 26, "Questions for Supervisors on Developing an Understudy." Discuss each question separately with the group.

Worksheet 27

Then have the conferees turn to Worksheet 27, "Case Study: Held Down."

Since practically all of the problems involved in this case study have already been discussed, simply ask the conferees to read this case study outside of the conference time and ask them to bring questions to the next conference session in the event any of the questions at the bottom of the worksheet puzzles them.

(Illustration)

Conclude this part of the conference by having one of the conferees read the following paragraph from the last paragraph of Worksheet 27.

(50 min. to here)

"The supervisor who tries to do everything himself, invites failure. He either does nothing well, favors one duty to the neglect of another equally important one, or keeps himself from being promoted because he has no one trained to take his place."

III. Techniques of
Developing
Understudies
(55 min.)

A. The Steps
(15 min.)

With the help of the conferees write down on the blackboard the steps in developing understudies. Use the following suggested steps in case you wish to add some to those offered by the conferees:

1. Select the right man.
(Refer to an organization chart.)
2. Become well acquainted with him.
3. Explain the department to him.
4. Show him every job.
5. Give him some minor responsibilities.
6. Put him on his own.
7. Let him go with you when you are doing your job.
8. Put him in charge when you are out.

Chart No. 14

After listing the contributions from the group on the blackboard, turn to Chart No. 14, "Developing an Understudy" and summarize the preceding discussion.

(65 min. to here)

Explain that developing an understudy is largely a training problem and that more details on how to attack this problem will be given in the Instruction Phase of this Management Training Course in Conferences 10, 11 and 12.

B. A Suggested
Method;
Film Strip
(30 min.)

Present the film strip, "Preparing for the Future."

"Preparing for the Future" is a film which indicates the need in every department for a trained understudy.

It brings out the points that no man can make himself indispensable in an organization. If he is looking toward advancement, he must learn that before he can step up, he must step out. It lists four abilities needed by an understudy and then sets up four methods by which these abilities can be developed.

Worksheet 28

For reviewing the film strip distribute Worksheet 28, "Methods of Developing an Understudy."

(95 min. to here)

Discuss each point under each of the five methods as far as time permits. Ask the conferees to study this worksheet further outside of conference time. Impress upon them that they are expected to make actual use of the information given on these worksheets.

C. Effective
Delegation of
Authority
(10 min.)

Turn back to Chart No. 10, "Delegation of Authority," and have the conferees discuss how this principle of organization plays a very important part in the problem of developing an understudy. Is there any excuse for a supervisor failing to give an understudy adequate authority to carry out the new responsibilities added upon him?

Chart No. 10

- Worksheet 29
(105 min. to here)
- Have the conferees turn to Worksheet 29, "Points to Remember in Delegation of Authority." Tell the conferees to use this worksheet for reference and to add any other points that they see fit.
- IV. Summary (5 min.)
Worksheet 30
(110 min. to here)
- For a summary of today's conference distribute Worksheet 30, "The Advantages of Developing Understudies."
- Have the conferees comment on as many of the items listed as time permits.

QUESTIONS FOR SUPERVISORS ON DEVELOPING AN UNDERSTUDY

1. Is it to the credit of a supervisor that he is so busy that he cannot leave his department even for a short time?
2. Does a supervisor prove his worth to his supervisor when everything goes wrong when the supervisor is away?
3. Is being too busy an adequate excuse for not taking time out to train an understudy?
4. Is a supervisor justified in feeling proud of himself for having developed a green man into an accomplished worker?
5. Is it possible that when a supervisor fails to train understudies through fear of being replaced he is creating precisely those conditions which may later lead to his being replaced?
6. Is there any reason to believe that when employees are trained to do the duties of the supervisor, there will be no problems left for him to take care of? What about the ultimate responsibility?
7. What about the old saying, "If you want a thing done right, you must do it yourself?"
8. In a company which employs hundreds or thousands of men and which has a special corps of instructors, is it necessary for a foreman to take the responsibility of training his subordinates?
9. Does an understudy invariably arouse antagonism from the rest of the shop or group when he is put into a position to give orders in the absence of the chief?
10. Is it fair to the other men and to the company to give advantages to one man in order to prepare him as an understudy?
11. Is the best way for a supervisor to get a good understudy to wait for the best man to show his superiority over the others without special encouragement or help?

Even the most superior supervisor is human. There are, naturally, limitations to what he can do, physically, mentally, and from the standpoint of time. The purpose of training an understudy is to relieve the supervisor of excess workload. Then again, the understudy, can, whether the supervisor is present or not, handle the work in such a manner that operations proceed smoothly. The understudy can exercise authority and assume responsibilities in the latter's place. The work done by the understudy is essentially work done by the supervisor.

HELD DOWN -- A CASE STUDY

Sampei had worked efficiently at every job in the department. He came to feel that he should be in line for an assistant foreman's job, especially after two other men had received such a position--men who, he felt, were less capable than himself.

Sampei spoke to his foreman about his ambitions time and time again, but the foreman gave him no satisfaction. Finally, he went to his foreman and asked his permission to talk to the plant superintendent about a transfer to another department.

Several weeks later, the superintendent arranged to transfer Sampei to another department. In a little more than six months, this foreman had made him an assistant foreman. This made the superintendent question the first foreman's judgment in not making better use of such talent in his own department.

A careful scrutiny of the department personnel revealed that the foreman had not surrounded himself with able, qualified assistants. Instead, in an effort to safeguard his own job by avoiding too favorable comparisons with himself, he had selected men of mediocre abilities. The results of such a mistaken policy showed up in the unsatisfactory performance of the department. The superintendent now came to the conclusion that this foreman was not the type of supervisor he wanted and that sooner or later a change would have to be made.

DISCUSSION QUESTIONS

1. What made Sampei begin to feel as though he were being held down?
2. Did he have any justification for this feeling?
3. Why are less capable men some times promoted more rapidly than the more capable ones?
4. Why didn't Sampei's foreman give him any satisfaction when he explained his ambitions?
5. Did Sampei do the right thing when he took the problem beyond his foreman?
6. Why do you think the foreman was satisfied to have Sampei transferred?
7. Do you think from the facts given in the case, that Sampei was an efficient worker? Why?
8. Why did the superintendent investigate the first foreman's department?
9. What do you think of the attitude of the first foreman?
10. Do you agree with the decision the superintendent made? Why?

(cont'd)

There is an often cited example of a major league old-timer who used to spend hours and hours teaching the new rookies all the tricks of the game he had learned in the past twenty-odd years. When his place was eventually taken by one of these rookies he had trained, did he step down and out of the picture? Not this man! He stepped up! He stepped up into one of the highest paying positions as a winning manager of one of the greatest all-time ball clubs.

The supervisor who tries to do everything himself, invites failure. He either does nothing well, favors one duty to the neglect of another equally important one, or keeps himself from being promoted because he has no one trained to take his place.

TECHNIQUES OF DEVELOPING AN UNDERSTUDY

FIVE METHODS:

I. "What-Do-You-Think?" Method

1. Tends to build confidence
2. Implies a compliment
3. Gives him a chance to think
4. Gives him a chance to put his ideas to use
5. Gives him practice in making decisions

II. "Send-Him-Upstairs" Method

1. Means letting the higher boss get acquainted with supervisor's selection for the next-in-line, and vice versa
2. Is a means of showing supervisor's confidence in the understudy
3. Shows he is trusted with authority
4. Gives him practice in standing on his own feet, in making decisions and in analyzing as he talks

III. "Get-the-Facts" Method

1. Develops understudy's ability to analyze
2. Develops his patience
3. Shows necessity for having all facts before making a decision
4. Makes him think before he acts
5. Gives practice in trouble shooting

IV. "Man-Management" Method

1. Gives the understudy actual floor experience in departmental supervision
2. Develops his ability to handle people
3. Lets the supervisor see him under fire
4. Lets the men know what to expect
5. Develops his ability to give instructions

V. "Leave-Him-in-Charge" Method

1. Means that he learns to study the whole job
2. Has to make decisions, no one to fall back on

(cont'd)

3. Combines all the other factors
 - a. Thinking by himself
 - b. Going to management
 - c. Getting facts
 - d. Handling all the new problems
4. Allows the supervisor time for planning creative functions
5. Gives overall supervisory experience

ABILITIES THAT AN UNDERSTUDY MUST POSSESS:

- | | |
|--------------------------|---|
| I. Making decisions | IV. Training subordinates without antagonizing them |
| II. Acting independently | V. Understanding the jobs completely |
| III. Analyzing | |

POINTS TO REMEMBER
IN DELEGATION OF AUTHORITY

I. Cautions

1. There must be equal delegation of authority and responsibility.
2. You are not released from responsibility through delegation.

II. How to Develop Responsibilities in Your Men

1. Make general instructions clear.
2. Keep your hands off.
3. When a man comes to you with a question, reply by asking another.

When a Subordinate Should Go to a Boss

1. To get information
2. To get advice
3. To give information
4. To be inspired

When to Go to a Subordinate

1. To show interest
2. To express appreciation
3. To get information
4. To make suggestions

ADVANTAGES OF DEVELOPING AN UNDERSTUDY

Advantages to the Supervisor

1. Makes him more eligible for promotion
2. More time to get information on higher jobs
3. Can accomplish more
4. Understudy can help train new employees
5. Help supervisor when things are rushed
6. Someone to carry on in his absence
7. More time for planning and study of his job
8. Understudy may be source of helpful ideas
9. Less worry and nerve strain
10. Relieves him of details
11. Creates reputation as a good organizer

Advantages to the Understudy

1. Develop a sense of responsibility
2. Increase interest in work
3. Develops initiative
4. Develops confidence
5. Opportunity for special training
6. Placed in line for promotion
7. Chance for supervisory experience
8. Develops ingenuity

Advantages to the Management

1. Prevents tie-ups, delays and spoilage in absence of supervisor
2. Builds better morale thereby checking turnover
3. Creates pride in the work and greater efficiency
4. Supplies trained personnel when expansion is necessary
5. Less loss of time